



# California Commission on Teacher Credentialing Newsletter

Volume 11, Number 3

Winter 1998

## Commission Unanimously Re-elects Carolyn Ellner and Torrie Norton To Top Leadership Positions

**T**he California Commission on Teacher Credentialing unanimously re-elected Dr. Carolyn Ellner, Dean of the School of Education at CSU Northridge, to serve as Chairperson for the coming year, and Torrie L. Norton, an educator at San Dieguito High School District in San Diego County, as Vice Chair.



**Dr. Carolyn Ellner**  
Chair

Dr. Ellner received her Bachelor's degree cum laude from Mount Holyoke College and her Master's degree from Columbia Teachers College where she was a President's fellow. She received her Ph.D. with distinction from UCLA. She has co-authored two books, *Studies of College Teaching* and *Schoolmaking*, and has published widely in the fields of curriculum, instruction, and teacher preparation. She is listed in *Who's Who in America* and *Who's Who in American Women*.

Dr. Ellner serves on numerous local, state and national boards and commissions. She is a trustee of the Los Angeles Alliance for Restructuring Now (LEARN) and a trustee fellow at Mount Holyoke College in Massachusetts. She has completed more than twenty program evaluation projects for such agencies as the California State University, the Orange County Grand Jury, the Los Angeles County Schools, and the Western Association of Schools and Colleges.



**Torrie Norton**  
Vice Chair

The Vice Chair, Torrie Norton, is a certified multiple subjects and learning handicapped teacher and resource specialist. She also holds credentials in pupil personnel services and school administration. She is past president of the San Diego Council of Administrators for Special Education, and is a member of the adjunct faculty at National University.

**Read about  
the two newest  
Commissioners  
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*Dr. Carolyn Ellner  
Chair*

## *A Message From the Chair, Carolyn Ellner, Ph.D.*

**T**his past year was a banner year for legislation championed by the Commission. The CCTC sponsored three important measures which were enacted into law last year, and another which is likely to be enacted in the current year. Five additional measures which the Commission supported, but which were sponsored in whole or in part by other organizations, were also enacted.

The three important measures initiated by the Commission and signed into law in 1997 are **Senate Bill 824**, authored by Senator Leroy Greene; **Assembly Bill 351**, authored by Assembly Member Jack Scott; and **Assembly Bill 1266**, authored by Assembly Member Kerry Mazzoni.

**Senate Bill 824** expands teacher recruitment efforts in California, in part by creating a California Center on Teaching Careers. This measure, which was co-sponsored by the Commission and the California State University system, creates a center which will be administered by CSU and its Institute for Education Reform, headed by former State Senator Gary Hart.

**Assembly Bill 351** creates a new program to assist underprepared emergency permit holders to become fully qualified teachers. The Commission will be administering the allocation of several million dollars in grants to local school districts and county offices of education for programs which will assist emergency permit holders in earning credentials as teachers.

**Assembly Bill 1266** provides guidelines for a significant expansion of the Beginning Teacher Support and Assessment Program (BTSA). State funding increased from \$7.5 million annually to \$17.5 million annually. The proven results and popularity of BTSA have resulted in a proposal by the Governor to virtually double state support again in the coming year, from \$17.5 million to \$33.6 million.

Another measure sponsored by the Commission is moving forward in the legislative process and may be enacted in 1998. **Assembly Bill 496**, by Assembly Member Ted Alpert, would create incentives to encourage more persons to become fully qualified teachers of mathematics.

Successful measures proposed by other organizations and supported by the Commission in 1997 are:

**Assembly Bills 352** (Jack Scott) and **353** (Scott Wildman), which expand the California Teacher Paraprofessional Teacher Training Program. The Commission administers this program of grants to local educational agencies to help school paraprofessionals complete their educational requirements to become fully qualified teachers.

**Assembly Bill 1023** (Assembly Member Kerry Mazzoni), which requires teacher applicants to demonstrate basic and advanced competence in the use of computers in the classroom.

**Assembly Bill 1086** (Assembly Member Kerry Mazzoni), which establishes a Teacher Reading Instruction Development Program to improve the teaching of reading in grades 4 through 8.

**Senate Bill 674** (Senator Mike Thompson), which will prohibit emergency permits from being renewed more than four times.

The Commission is gratified that its efforts to develop a stronger teaching profession should in turn lead to better educated children in California. This coming year, much of the Commission's emphasis will be placed on working with other education organizations to enact recommendations proposed by the SB 1422 Advisory Panel. We look forward to working closely with other organizations and groups to implement these important proposals.

***The Commission is committed to ensuring that all credential candidates meet standards which will enable them to be effective teachers.***

***--Dr. Sam W. Swofford***

## ***A Message From the Executive Director***



***Dr. Sam Swofford  
Executive Director***

**A**lmost a year ago Governor Wilson signed Assembly Bill 18 (Mazzoni, Pringle) which added \$4.5 million dollars from the General Fund to the Commission's budget to expand internship programs for the Class Size Reduction Initiative. The purposes of internship programs, as expressed in statute, are to expand the pool of qualified teachers by attracting persons into teaching who might not otherwise enter the classroom.

In sponsoring new internship programs, the Commission has sought to recruit persons who are changing careers after gaining experience and maturity in the military services, aerospace firms, defense-related businesses, or other industries, and who are qualified in subject areas with chronic and widespread shortages, such as math, science, and special education.

We have also been active in encouraging the preparation of persons who are committed to serve students in geographic areas which are under-staffed, and persons who need access to systematic training programs to meet professional teaching credential standards because they cannot meet traditional program costs. Persons who possess linguistic and cultural skills to teach the growing numbers of English language learners in our schools, and members of demographic groups which are underrepresented in the teaching workforce, also are recruited into successful internships.

Internships also enable K-12 schools to respond immediately to pressing needs while providing professional preparation for interns that is as extensive and systematic as traditional programs. And these programs provide effective supervision and intensive support so each new intern's learning can be targeted to his/her needs.

Beginning one year ago, internships have facilitated the reduction of class size in kindergarten and grades one through three, and have contributed to improvements in reading and mathematics instruction in the reduced size classes.

Internship programs provide a wide range of services in addition to recruitment services, preparation services, and instructional services to new teachers. Internships also provide complex, well-designed support systems to beginning teachers who need assistance because they have had relatively little previous preparation as teachers. In the current year, approximately 5,000 interns are involved in Commission-funded programs.

The new programs have several interesting features. To emphasize the blending of theory and practice, the instructional programs in eleven new projects are team-taught by faculties from the participating universities and school districts. In these new programs, universities and districts clearly envision themselves as partners in improving opportunities for those who learn to teach as interns.

This past October, the Commission was delighted to witness the enactment of another alternative route to certification which it had sponsored — the "pre-intern" program. This program will help underprepared teachers with emergency permits to become fully qualified teachers. The Commission will allocate several million dollars in grants annually to local education agencies for programs which, in conjunction with accredited institutions, provide support to emergency permit holders. This support can include an array of services, from orientation courses in teaching methods and classroom management to assistance in entering and completing teacher preparation programs offered by colleges and universities.

The list of alternative routes to teacher preparation in California now includes paraprofessional teacher training programs, university intern programs, district intern programs, and "pre-intern" programs, as well as experimental programs offered by colleges and universities. While the list of alternative routes expands, the Commission is committed to ensuring that all credential candidates meet standards which will enable them to be effective teachers.

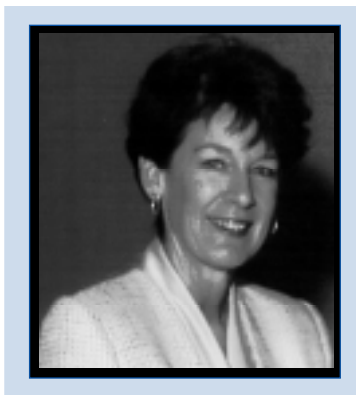
## Commission Welcomes Two New Members

**T**he Commission welcomed two new ex officio members at its January meeting—Marge Chisholm and Bill Wilson.

**Marge Chisholm** is the new representative of the California Postsecondary Education Commission, while Bill Wilson represents the California State University System.

Ms. Chisholm brings with her a wide range of experience as a high school teacher—in Spanish and English; a school administrator; a school board member; and a legislative consultant who worked with education issues in the Legislature. She currently serves as the Legislative Liaison for the California Postsecondary Education Commission, a position she has held since 1994. Her prior experience includes service on the Advisory Committee to Restructure the Two-Tier Administrative Services Credential, in which she served the California Commission on Teacher Credentialing.

Ms. Chisholm received her undergraduate education at UC Davis and UC Berkeley, and her graduate education at UC Berkeley and the University of the Pacific.



***Ms. Marge Chisholm***

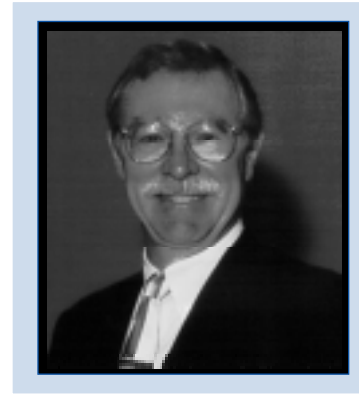
**Dr. Bill Wilson** is the director of Teacher Preparation and K-18 Programs within the Chancellor's Office for the California State University. His primary responsibility is to work with Presidents, Vice Presidents and Deans of Education to effect changes in the ways teachers are prepared within the 23 campus system. His office is involved with the development of policy, program implementation and higher education reform as it affects the preparation of teachers and the development of partnerships with K-12 schools.

Some of his recent activities include preparation and presentation of the Presidents Group recommendations on K-18 education; participation on the SB 1422 panel; and working with Gary Hart, Sue Burr and the CSU Institute for K-12 education reform to establish the California Center for Teaching Careers created by Senator Greene's SB 824.

Prior to coming to the Chancellor's Office, Dr. Wilson was a Dean of Education and Department Chair in the CSU. He has also been involved with national education issues while working in Washington, D.C. with the Council of Great City Schools, the National Association of State Directors of Special Education, and the U.S. Department of Education.

Dr. Wilson has been a public school teacher, where he taught junior high science, high school biology, U.S. history, and World history, as well as all levels of special education. He also coached football, wrestling and track earlier in his career.

Dr. Wilson fills the position previously held by Dr. Henrietta Schwartz, who served as the California State University representative for four



***Dr. Bill Wilson***

years. Marge fills the position previously held by Dr. Erwin Seibel, who served as CPEC's representative on the Commission for approximately the same period of time. Although the thoughtful and well-informed comments of Drs. Schwartz and Seibel will be missed, the Commission is fortunate to have persons of the stature of Bill Wilson and Marge Chisholm as their successors.

# Commission Begins Examination and Certification of Teacher Preparation for Reading Instruction

The State of California has made a major commitment to improve the basic reading skills of all K-12 students. Through the efforts of the Governor, the Commission, the Legislature, the State Board of Education, the Superintendent of Public Instruction, and the California State University system the State has initiated a multi-faceted strategy to improve reading instruction. This *California Reading Initiative* has six major components:

- Reducing class size in grades K-3 to twenty students per teacher.
- Selecting new reading materials that represent a balanced, comprehensive approach to literacy education.
- Providing new reading instructional materials to all primary grade students.
- Providing leadership training to school board members, school and district administrators, and lead teachers.
- Providing professional development to all K-8 teachers in a balanced, comprehensive approach to reading instruction.
- Improving preservice preparation of teacher candidates in reading instruction.

To ensure that teacher candidates in professional preparation programs learn about recent research on reading instruction, and learn how to use effective methods for reading instruction, the lawmakers enacted Assembly Bill 3075 (1996). As a result of this new statute, the requirements for Multiple and Single Subject Teaching Credentials include preparation for reading instruction that is research-based and includes (but is not limited to) all of the following:

- the study of organized, systematic, explicit skills including phonemic awareness; direct, systematic, explicit phonics; and decoding;
- a strong literature, language, and comprehension component with a balance of oral and written language;
- ongoing diagnostic techniques that inform teaching and assessment;
- early intervention techniques; and
- guided practice in clinical settings.

To implement AB 3075, the Commission adopted two new accreditation standards in June, 1997, regarding the preparation of Multiple and Single Subject Teaching Credential candidates to deliver balanced, comprehensive reading instruction.

Also in 1996, lawmakers enacted Assembly Bill 1178. This law requires that candidates for Multiple Subject Teaching Credentials pass a Reading Instruction Competence Assessment (RICA), which is currently under development by the Commission. The Commission is required by law to establish the RICA as a Multiple Subject Credential requirement "commencing on the earliest feasible date." The law also requires the Commission to "certify that all . . . teacher education programs . . . offer instruction in the knowledge, skills and abilities that are required by the RICA assessment." This certification

of Multiple Subject Credential Programs is currently under way, and is based on the *Standard for the Preparation of Multiple Subject Teaching Credential Candidates for Reading, Writing and Related Language Instruction in English* (June, 1997). For the Commission to implement the RICA assessment requirement "on the earliest feasible date," all programs of professional preparation for Multiple Subject Teaching Credentials (including internship programs) must provide a written response to the new *Standard* before June 11, 1998.

## ***Programs Must Be Certified Soon***

The Commission is required by law to certify all programs of professional preparation in which candidates enroll to earn any of the following credentials.

- Multiple Subject Teaching Credentials
- Multiple Subject Teaching Credentials with CLAD Emphasis
- Multiple Subject Teaching Credentials with BCLAD Emphasis (Any Language)
- Multiple Subject Teaching Credentials with Early Childhood Emphasis
- Multiple Subject Teaching Credentials with Middle Level Emphasis

The universities, colleges, school districts and county offices of education that are responsible for professional preparation programs (and that recommend individual candidates for teaching credentials) are required to respond to the *Standard* based on all coursework that contributes to a candidate's knowledge and skill to teach reading and language arts. If a campus, district or county offers two or more program types, such as an internship program and a CLAD Emphasis program, the response must cover all elements of each program that are relevant to the teaching of reading and language arts.

Program sponsors are asked to (1) respond comprehensively to all elements of the *Standard* and to all *Factors to Consider*, and (2) to include supportive evidence including course syllabi for all sections of courses, fieldwork policies and procedures, and qualifications of faculty and staff.

In October, 1997, the Commission sent a packet of resource materials to the sponsors of all Multiple Subject Teaching Credential Programs. In addition, the Commission and the CSU Center for the Improvement of Reading Instruction (CIRI) have co-sponsored a series of regional workshops to help program staff improve preparation for reading instruction. In these workshops, the co-sponsors have welcomed attendance by representatives from all programs at all institutions.

***Reading Program Continued on Page 6***



### ***Reading Program Review Panel***

To review all programs, the Commission's Executive Director appointed a sixteen-member panel of education professionals representing a range of experiential backgrounds in reading and language arts instruction. The Panel consists of professionals from the three university systems, instructors in district intern programs, district-level reading and language arts specialists, classroom teachers and school administrators. Each member was chosen based on individual experience and expertise in reading and language arts instruction.

Members of the Panel met on November 17, 1997, for an in-depth training session with the Commission's staff. The training focused on the components of the review process, on a common interpretation of the *Standard* and *Factors to Consider*, and on methods for maintaining internal consistency. The Panel will meet monthly to review responses to the *Standard* through the Summer of 1998.

Panel members will carefully review programs submitted based on the *Standard*, including the *Factors to Consider*. Each response to the *Standard* will be examined by multiple members of the Review Panel. The Commission's professional staff will monitor the review of each program to ensure that all judgments by the reviewers are related to the *Standard* and are based on thoughtful analysis of the information that has been provided by the program's sponsors. If the Panel finds that a program does not fully meet the *Standard*, a member of the Panel will be appointed to confer with the Program's sponsors in an effort to clarify the *Standard* and expedite the subsequent certification of the program.

Programs that do not meet the certification requirements before June 11, 1998, will be required to refrain from accepting new candidates for Multiple Subject Teaching Credentials until certification is awarded.

### ***Ongoing Accreditation and Program Certification***

The system of ongoing professional accreditation includes all of the applicable standards that have been adopted by the Commission, and includes site visits and interviews with program participants. The Reading Program Certification Review focuses on one *Standard* and does not include site visits or interviews with program participants. In the Review, which is required by law, the Program Certification Review Panel examines each program sponsor's response to the *Standard* and makes a certification recommendation to the Commission. Programs that are certified during 1997-98 will continue to be included in the schedule of periodic accreditation reviews. Beginning in 1998-99, accreditation reviews of all Multiple and Single Subject Teaching Credential Programs will be based on all applicable *Standards*, including the two new *Reading Standards*, which have not previously been included in accreditation reviews.

## **Commission Establishes the RICA Requirement**

California Education Code Section 44283 requires the Commission to establish the Reading Instruction Competence Assessment (RICA) as a requirement for the initial Multiple Subject Teaching Credential at *the earliest feasible date*. On January 8, 1998, the Commission decided that this credential requirement will take effect on October 1, 1998.

Beginning on June 20, 1998, the RICA will have two components: a written examination and a video performance assessment. Each Multiple Subject Credential candidate will be required to pass *one* of the two components (not both of them).

The RICA requirement applies to all forms of Multiple Subject Credentials, including preliminary credentials and professional credentials with or without an emphasis. It applies to candidates who are recommended by accredited California colleges or universities, candidates who are recommended by the sponsors of district intern programs, and candidates who apply directly to the Commission. Candidates who do not complete all current credential requirements prior to October 1, 1998, will be required to pass either the RICA written examination or the video assessment.

By law, the following credential applicants are **not** required to pass the RICA.

- (1) Applicants who complete all existing requirements for Multiple Subject Credentials prior to October 1, 1998.
- (2) Applicants for Single Subject Teaching Credentials.
- (3) Applicants for Education Specialist Instruction Credentials in Special Education.
- (4) Applicants for internship credentials and certificates.
- (5) Applicants for emergency permits.
- (6) Applicants for Multiple Subject Teaching Credentials who hold valid California teaching credentials other than internship credentials, internship certificates, and emergency permits.
- (7) Applicants for Multiple Subject Teaching Credentials who hold valid teaching credentials issued by jurisdictions in the United States other than California.
- (8) Applicants who qualify for one-year nonrenewable or two-year preliminary Multiple Subject Teaching Credentials based on professional preparation programs completed in jurisdictions in the United States other than California who do not hold valid credentials issued by those jurisdictions.

Individuals in groups (2), (3), (4) and (5) will be required to pass the RICA in order to earn Multiple Subject Credentials. People in group (8) will need to pass the RICA to receive three-year extensions of preliminary credentials.

On January 8, 1998, the Commission adopted a set of detailed specifications that will govern the contents of the RICA. The Commission took this step after reviewing and accepting an

***RICA Continued on Page 19***

# Teaching Credential Reform -- Next Steps After SB 1422

The California Commission on Teacher Credentialing accepted the final report of its Advisory Panel for the Comprehensive Review of Teaching Credential Requirements (SB 1422) on August 21, 1997. Following 22 months of intensive study, discussion and debate, the Commission's 24 member Advisory Panel recommended significant changes in the current credentialing system. The Panel's report contains 111 specific recommendations for reform and restructuring in teacher certification. These specific recommendations address the four overarching goals noted below, which the Advisory Panel established to guide its work.

candidates and would verify that Level I Credentials are awarded only to candidates who are ready for initial teaching responsibilities.

Preparation for a Level II Credential would consist of an individual induction program with intensive support, formative assessment, and an advanced curriculum to extend and develop the teacher's initial preparation. Level I and II Credentials could be earned in multiple, standards-driven routes that would uniformly include induction support and assessment — these are the central components of the Panel's blueprint for reform.

## *Comprehensive Review of Teaching Credential Requirements: Goals*

<i>Goal One</i>	<i>Goal Two</i>	<i>Goal Three</i>	<i>Goal Four</i>
Improve Teacher Recruitment, Selection and Access by Recruiting More Teachers into the Teaching Profession, Selecting Teachers with Demonstrated Potential, and Expanding Access to Teacher Preparation.	Improve Teaching so as to Promote all Children's Learning by Establishing Clear Standards that Provide Strong Direction for Teaching Candidates and Preparation Programs.	Increase Accountability in Teaching by Establishing Rigorous Candidate-Based Assessments and Comprehensive Program Evaluation and Accreditation Systems.	Change the Teacher Certification System Through Collaborative Responsibilities and Periodic System Evaluation.

The Commission charged the Panel with developing recommendations for a coherent system of teacher preparation and certification. The current lack of coherence stems from the practice of introducing reforms in teacher preparation in a piecemeal fashion over the last several decades. During the last five years, for example, new laws have directed the Commission to incorporate several distinct content areas into teacher preparation programs. Clearly, teachers must be well prepared in significant areas such as reading and mathematics, technology, parent involvement, critical thinking, self-esteem and school safety. However, recent reform efforts have treated each of these content areas independently from the others and without a comprehensive strategy for improving teacher preparation and development.

During its early deliberations, the SB 1422 Advisory Panel decided to design multiple pathways into teaching as well as comprehensive support systems for the teachers who pursue each option. The Panel's report defines a new architecture for the credential system. The centerpiece of the new architecture is a two-level credential structure (Level I and Level II) that reflects what we know about learning-to-teach. The proposed credential structure would also include multiple, standards-driven routes through which candidates from different backgrounds could become teachers. Preparation for a Level I Credential would provide the basic, foundational knowledge and skills that candidates need to begin teaching. Carefully selected individuals could pursue this Level I preparation either before they begin to teach, or while they hold internship teaching positions in classrooms. At the completion of this preparation, an initial assessment would provide clear expectations for

Since August, when it accepted the Panel's Final Report, the Commission has co-sponsored several regional forums to encourage widespread discussion and understanding of the Panel's recommendations. Meanwhile, in Sacramento, the Commissioners have held several public discussions regarding implementation of the Panel's recommendations, which call for changes in statute, regulation, standards, and policy. The Commission is working to establish **consensus** support for an **omnibus reform bill** that would include, initially, the six elements below.

**Element One:** Expand the Beginning Teacher Support and Assessment Program to provide support and advanced preparation to every eligible beginning teacher in California.

**Element Two:** Provide greater flexibility for candidates who are preparing for teaching by establishing and expanding multiple routes into the profession.

**Element Three:** Provide for greater accountability in teacher preparation by requiring institutions of post-secondary education, as part of program accreditation and contingent upon funding, to ensure that all candidates for a Level I credential complete a teaching performance assessment aligned with California state standards for teaching performance.

*Teaching Credential Reform Continued on Page 10*

# Preparing Teachers for High-Tech Schools and Classrooms: A Standard-Setting Initiative by the Commission

**M**inimum requirements for the professional (second-level) Multiple or Single Subject Teaching Credential include, by law, study of computer-based technology, including the uses of technology in educational settings. The Commission, through its regulatory authority, established those requirements in March, 1988, and they continue in effect today.

The current requirements focus on providing elementary and secondary teachers with a minimum level of computer skills and knowledge necessary to utilize educational technology in the instruction of pupils. Each teacher is expected to identify issues involved in access to, use, and control of computer-based technologies in a democratic society; demonstrate knowledge of basic operations, as well as the use of computer hardware and software; understand and use representative programs appropriate to her or his teaching subject area and grade level; use computer-based technology as a tool to enhance problem solving; and integrate a computer-based application into instruction in his or her selected subject area and/or grade level.

As part of its ongoing review of teaching credential standards, a Commission-sponsored review committee analyzed the current requirements during 1995. In January 1996, the review committee reported its findings to the SB 1422 Advisory Panel. Its report indicated that, while the existing computer education requirement was and is generally viewed as a much-needed addition to minimum credential requirements in 1988, several improvements are needed to meet today's expectations for the instructional uses of technology.

## ***The Governor's Digital High School Initiative***

One of Governor Wilson's "Initiatives for a Better California" references California's Silicon Valley as the birthplace of high-tech and the home base of many of the world's leading high-tech firms. The governor believes that all graduates from California's public high schools should have proficient computer skills if they are to successfully compete in an increasingly complex marketplace. As signed into law by Governor Wilson, "Digital High School" legislation (AB 64, 1997) provides for the following:

- (1) A one-time grant of \$300 per student, matched by local school districts, to install a comprehensive computer network on each of California's 840 public high schools; and
- (2) Permanent, annual funding of \$45 per student, matched by local school districts, for maintenance and upgrade of these networks.

Total funding in the current fiscal year is \$100 million, enough for approximately 200 high schools to receive installation grants. This is only the first year of the program; additional funding will be provided in the Governor's next budget, and in the following

### ***Governor Wilson***

*"... the preparation of California's teachers to use technology in classroom instruction is imperative. The ability of our children to compete and succeed as part of tomorrow's workforce, as citizens in an increasingly technological society, and as life long learners is, in large part, dependent upon the competent instruction they receive and observe in our public schools. Today's teachers need to use computers to keep student's grades; develop lessons; word process and communicate with others beyond the walls of the classroom; use technology as a tool for instruction; be sufficiently competent with technology to encourage students to use computers in and out of the classroom; and enable students to use technology as a tool for learning."*

two years. Every California public high school will receive a grant within four years. With the local match, the typical high school will be able to invest approximately \$1 million on its computer network, on Internet access for every student and teacher, and on hardware, local networks and software.

### ***"Connect, Compute and Compete"***

In July of 1996, the 46 member California Education Technology Task Force, convened by State Superintendent Delaine Eastin, published a report entitled "Connect, Compute and Compete." That report made four major recommendations which are summarized as below:

- (1) Equip every California classroom and school library with the technology resources needed to create a learning environment that will improve student achievement.
- (2) Incorporate technology into student and performance standards recommended by the state for adoption at the district level.
- (3) Integrate technology into the content and performance standards that will be used as the basis for setting policies for preparing, hiring, evaluating, and promoting teachers.
- (4) Provide the expertise and resources to support the effective use of technology for students, teachers, parents, and the broader community.

***High-Tech Schools Continued on Page 9***



### ECTL Recommendations and Standards

In response to the recommendations of the California Education Technology Task Force, the Education Council for Technology in Learning (ECTL) developed, for the State Board of Education, technology-based content and performance standards for teachers and students. The ECTL is a statutory body consisting of 13 members selected by the State Superintendent of Public Instruction, the Governor, the Senate Rules Committee, and the Speaker of the Assembly. The Council is charged with a number of education technology-related duties, including identifying needs for technology use in education.

The Council recommended four levels of performance standards for all educators.

in the use of computers in the classroom for the preliminary (first-level) Multiple or Single Subject Teaching Credential; and (2) establish standards of program quality and effectiveness for the study of *advanced* computer-based technology, including the uses of technology in educational settings for the professional (second-level) Multiple or Single Subject Teaching Credential.

Passage of this legislation is timely. The recommendations of the Commission's review committee, the SB 1422 Advisory Panel, the California Education Technology Task Force report, the Education Council for Technology in Learning report, and Governor's Wilson's "Digital High School Initiative" all portray

a consistent message: if schools are to be successful in incorporating contemporary technology into the learning process, future teachers must be well prepared in basic and advanced uses of technology in instruction.

### Performance Standards for Educators

Level One	Level Two	Level Three	Level Four
<b>Personal Proficiency.</b> Educators are able to use a computer to enhance personal productivity and conduct research via the Internet.	<b>Instructional Proficiency.</b> Educators are able to apply education technology skills to "customize" course work so as to enhance its perceived relevance and value to a wider range of learning styles and abilities, and increase student involvement in personal learning experiences.	<b>Mentor Proficiency.</b> Educators exhibit role model proficiency in the use of education technology, and use those skills pursuant to site level staff development workshops and local peer-to-peer mentoring.	<b>Leadership Proficiency.</b> Educators possess superior knowledge, skill, and inclination, vis-a-vis the application of education technology to enhance teaching and learning on an institution-wide basis.

### Establishment of a Computer Education Advisory Panel

In response to AB 1023, the Commission acted on December 8, 1997 to establish an expert advisory panel to undertake a comprehensive review of the computer education competencies needed by teachers. The Commission determined that the Advisory Panel will be comprised of no more than seventeen members. All of the panelists will be experts in the field of computer education and/or the uses of computers in classrooms.

The Advisory Panel members will include (a) classroom teachers who use computers in educational settings; (b) school-based specialists in the educational uses of computers; (c) staff development specialists who train practicing teachers in the instructional uses of computers; (d) college and university faculty members who teach courses in the instructional uses of computers in K-12 schools; (e) school-based administrators who are responsible for managing individual schools and entire school districts; and (f) representatives from businesses and industries that employ students and graduates in the workforce.

Nominations of prospective panelists are being solicited from institutions of postsecondary education, county superintendents of schools, selected school district superintendents, the presidents of professional associations, business and industry, and other appropriate state and local education officials. Readers of

### SB 1422 Advisory Panel Recommendations

As part of its comprehensive proposal to restructure teacher certification, the SB 1422 Advisory Panel made several recommendations relative to the need to integrate computer education requirements into Multiple and Single Subject Teaching Credential programs. In addition, the Advisory Panel recommended that the Commission utilize and rely on the recommendations of expert advisory task forces to develop "Teacher Preparation Guides" for specific content areas, including instructional technology. These recommendations are consistent with the advice of the specialized review committee.

### Assembly Bill 1023 (Kerry Mazzoni)

Assembly Bill 1023 (1997) requires the Commission to (1) establish standards of program quality and effectiveness for *basic* competence

## High-Tech Schools Continued from Page 9

this newsletter are encouraged to participate in the nomination of experts. Because of their important work in this area, Governor Wilson, State Superintendent Delaine Eastin, and the Education Council for Technology in Learning have been asked to nominate one individual each to serve as a liaison to the Advisory Panel.

The Commission's staff will request the nominees' professional resumés, and will examine their qualifications to serve as panel members. The Executive Director will appoint a panel whose members represent, in the aggregate, the best possible balance among the various qualities of interest.

### Panel Tasks and Time Frames

Working with the coordination and support of Commission staff members, the Advisory Panel will bring its combined professional expertise to bear upon the issues under consideration. In the development of its report and recommendations to the Commission, the panel will take into account the perspectives of K-12 teachers, school administrators, postsecondary education, and business and industry.

The Advisory Panel is expected to meet for approximately twelve days (six two-day meetings). The major phases of the panel's projected work during this period will include the following.

#### Computer Education Advisory Panel Project Coordination Plan

- (1) Review research, surveys and studies related to the computer education needs of classroom teachers.
- (2) Review the reports and recommendations of committees, task forces and advisory panels that have dealt with the educational uses of computers.
- (3) Develop and recommend standards of program quality and effectiveness relative to basic classroom uses of computers preliminary credential candidates.
- (4) Develop and recommend standards of program quality and effectiveness relative to advanced computer-based technology for professional credential candidates.
- (5) Develop and recommend a variety of methods by which the attainment of standards may be assessed and demonstrated.
- (6) Prepare a written report to the Commission containing the final recommendations of the Advisory Panel.

The Commission anticipates receiving the Panel's report by September, 1998. Readers may contact Commission Staff Member Lee Huddy (916-322-2304) for answers to questions about the Commission's initiative to improve teacher preparation for high-tech schools and classrooms.

## Teaching Credential Reform Continued from Page 7

**Element Four:** Restructure the credential system to recognize teacher induction as a key element in teacher education and provide for stronger continuing professional development for credential renewal.

**Element Five:** Provide greater access for experienced teachers who have been credentialed in other states.

**Element Six:** Expand existing State efforts to attract a larger number of qualified people into teaching.

In addition to sponsoring omnibus legislation to reform teacher certification laws in 1998, the Commission on January 8 decided to initiate the development of new credential standards this year. Based on multiple recommendations by the SB 1422 Advisory Panel, the Commission will address three issues in conjunction with each other: (1) the need for sound, challenging performance standards for new teachers; (2) the need to establish higher standards for the accreditation of preparation and induction; and (3) the need to build the capacity of candidates and institutions to meet the new standards.

The Commission decided to begin this initiative by appointing a new panel of experts who will be asked to develop *performance expectations* for Level I Teaching Credential candidates. The Commission accepted the recommendation by the SB 1422 Panel that the future accreditation of preparation programs *and* the future appraisal of candidate performance be based on a common set of performance standards that define acceptable pedagogical practice by student teachers and intern teachers in California schools. On January 8 the Commission also decided that the new performance expectations will be aligned with the *California Standards for the Teaching Profession*, which define accomplished teaching practice for California schools. Based on these recent actions by the Commission, the Executive Director invites readers of the newsletter to submit nominations of outstanding educators to develop sound, challenging performance expectations that will serve as a basis for the award of teaching credentials in the future.

Having considered the SB 1422 Panel recommendations thoroughly, the Commission is also convinced that new accreditation standards are urgently needed for teacher preparation and induction programs in California. Before candidates can be expected to meet challenging new performance expectations in the future, the Commission has an affirmative responsibility to ensure that credential preparation/induction programs are well designed to prepare candidates to meet the new performance expectations. The Commission decided on January 8 to appoint an expert panel to develop new accreditation standards for preparation and induction programs in a restructured credential system. To implement still more of the recommendations by the SB 1422 Panel, the Commission also decided to develop *Teacher Preparation Guides* for the purpose of building the capacity of teacher preparation programs to deliver strong new content for learning-to-teach candidates in California schools. Development of the *Teacher Preparation Guides* will accompany the drafting of the candidate performance expectations and the accreditation standards for programs, to form a comprehensive new strategy for achieving excellence in California teaching. Nominations to serve in the development of new standards should be forwarded to Dr. Sam Swofford, Executive Director, at the Commission office.

# Architecture of a New Credential System

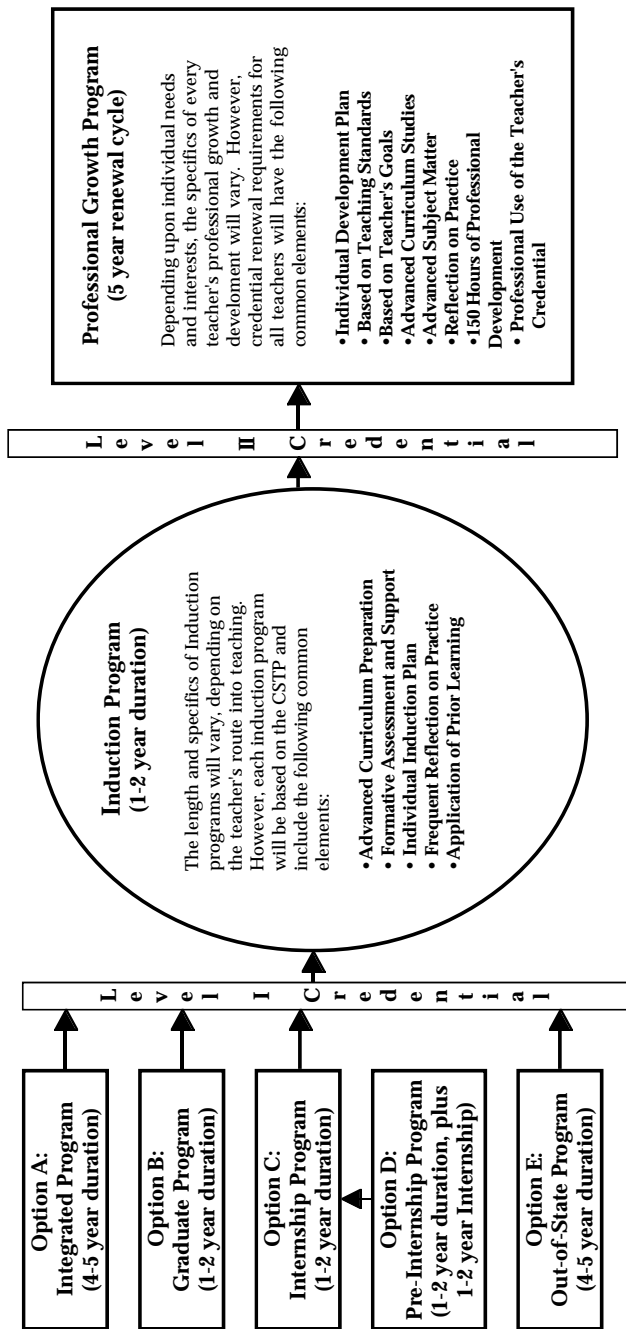
## Level I Preparation

## Level II Preparation

## Credential Renewal

Common Elements for All Level I Preparation Options:

- Completion of baccalaureate degree from an accredited IHE
- Demonstration of subject matter competence
- Demonstration of basic skills proficiency (CBEST)
- Completion of professional preparation based on CSTP
- Candidate Assessment prior to earning a credential
- Linkage between Level I and Level II preparation programs
- Collaboration among responsible agencies, groups and institutions
- High standards for all programs
- Strong accountability in relation to standards



### Distinctive Features of Option A:

- Allows teacher candidates to blend their subject matter and professional preparation while completing a baccalaureate degree and credential requirements.
- Provides opportunities for multiple, extended field experiences during undergraduate studies.
- Serves candidates who know during the undergraduate years that they want to become teachers.

### Distinctive Features of Option B:

- Allows teacher candidates to complete credential requirements through self-contained, post-baccalaureate preparation programs.
- Provides opportunities to integrate theory and practice through multiple field experiences.
- Serves teacher candidates who choose teaching as a career after completing a baccalaureate degree.

### Distinctive Features of Option C:

- Allows teacher candidates to teach while completing professional preparation.
- Requires Interns to complete 120 hours of intensive initial preparation prior to assumption of daily teaching responsibilities.
- Serves teacher candidates who may enter the profession after serving in other careers.
- Assists districts with hard to staff schools by providing on-the-job training opportunities.

### Distinctive Features of Option D:

- Allows teacher candidates to teach while completing subject matter and professional preparation.
- Requires Pre-Interns to complete 40 hours of intensive initial preparation prior to assumption of daily teaching responsibilities.
- Provides hard-to-staff school districts with an alternative to Emergency Permits.

### Distinctive Features of Option E:

- Serves teacher candidates who complete teacher preparation programs outside of California.
- Gives teachers prepared outside of California enough time to meet all California standards.
- Assists districts with hard to staff schools by allowing them to recruit from outside of California.



# Expansion and Evaluation of Beginning Teacher Support and Assessment (BTSA)

Two years ago (1995-96) the California Commission on Teacher Credentialing and the California Department of Education embarked on a major expansion effort to increase the number of local BTSA Programs that serve first- and second-year teachers. During this period, the two agencies also added to the substance and variety of statewide and local BTSA evaluation activities.

In 1995-96, the BTSA budget of \$5.2 million supported 30 local BTSA Programs that served 1,552 first- and second-year teachers across the state. In 1996-97, the BTSA Program received a \$2 million augmentation that enabled the 30 existing BTSA Programs to serve additional new teachers. At the same time, in 1996-97, the two state agencies studied ways to expand the statewide BTSA initiative into areas in the state that had large numbers of new teachers who were not being served. As a result of this effort, BTSA Programs were started in San Jose, Bakersfield, and Fresno — three geographic areas that previously had not been served by BTSA. Also, the Los Angeles BTSA Program was expanded, a Delta BTSA Program was initiated to serve first- and second-year teachers in two families of schools in the Los Angeles, Pasadena and Long Beach School Districts, and the former BTSA Program at California State University, Los Angeles, was re-established in the Alhambra Unified School District.

To reach other areas of the state, the Commission and Department also initiated a BTSA Outreach Program to expand seven existing BTSA Programs to include the following school districts that had large numbers of unserved first- and second-year teachers:

- Elk Grove Unified School District
- Fremont Unified School District
- Montebello Unified School District
- Rialto Unified School District
- Pasadena Unified School District
- Pomona Unified School District
- Stockton Unified School District

With these additional programs in 1996-97, the total statewide BTSA budget was \$7.2 million which went directly to serve and support 2,710 new teachers. The sponsors of all ongoing BTSA Programs are listed in the center panel.

## Existing BTSA Programs 1997-98

Alameda County Office of Education/CSU, Hayward  
Bakersfield City Elementary SD/CSU, Bakersfield  
Baldwin Park  
Bellflower Unified SD/Downey Unified SD/  
CSU, Long Beach  
Contra Costa County Office of Education  
CSU Los Angeles/Alhambra Unified SD/  
Los Angeles Unified SD  
CSU Northridge/Los Angeles Unified SD  
Delta Project/Los Angeles Unified SD/  
Pasadena Unified SD/Long Beach Unified SD  
Fresno County Office of Education  
Fullerton Joint Union High SD/CSU, Fullerton  
Glendale Unified SD  
La Habra Unified SD/Fullerton SD/CSU, Fullerton  
Lennox Unified SD/CSU, Dominguez Hills  
Lodi Unified SD/University of the Pacific  
Long Beach Unified SD/CSU, Long Beach  
Los Angeles County Office of Education  
Los Angeles Unified SD  
Monterey County Office of Education  
Newark Unified SD New Haven Unified SD  
North Coast/Sonoma County Office of Education  
Oakland Unified SD  
Ontario-Montclair Unified SD  
Riverside County Office of Education/RIMS  
Sacramento County Office of Education  
San Diego Unified SD  
San Francisco Unified SD  
San Lorenzo Unified SD  
San Jose Unified SD/San Jose State University  
San Mateo-Foster City Unified SD  
Stanislaus County Office of Education  
Tehama County Office of Education  
UC Irvine/Orange County Office of Education  
UC Santa Cruz/Santa Cruz County Office of Education

Responding to the BTSA Program's documented success, Governor Wilson and the Legislature included a \$10 million augmentation for BTSA in the 1997-98 state budget. This provided a total amount of \$17.2 million, and enabled the two state agencies to sponsor a major second-year expansion of statewide BTSA. The Commission and State Superintendent Delaine Easton quickly approved an expenditure and expansion plan for the additional funds in 1997-98.

The expansion plan has more than doubled the number of first- and second-year teachers who are served in BTSA Programs. This effort added over 1,500 new teachers to the 34 current programs, which are in districts that employ 52% of California's first- and second-year teachers. The plan and

funds also allowed for the initiation of 40 new BTSA Programs in 1997-98. To foster the quality and effectiveness of these new programs, the Commission and Department awarded planning grants to them. The sponsors of all new BTSA Programs also received the paid assistance of trained and experienced BTSA Consultants during the planning phase. Provision was also made to "fast track" some of the new programs to begin serving new teachers in January, 1998, while developing other local programs further and allowing them to begin serving new teachers in the Summer and Fall of 1998. Each new program will serve 40 new teachers; the total number of first- and second-year teachers served by BTSA will reach 5,527 when the new programs are fully implemented during 1998. The following 40 new BTSA Programs (listed in the left panel) include 127 additional school districts, 17 additional county offices of education, and 27 colleges and universities.

The map on page 13 graphically displays the locations of the existing 34 BTSA Programs as well as the 40 new BTSA Programs throughout California.

## New BTSA Programs 1997-98

Anaheim Unified SD	Milpitas Unified SD
Antelope Valley Union HSD	Newark Unified SD
Azusa Unified SD	Norwalk-La Mirada Unified SD
Benicia Unified SD	Orange County Department of Ed.
Buena Park SD	Palo Alto Unified SD
Burbank Unified SD	Poway Unified SD
Cajon Valley Unified SD	San Bernardino City Unified SD
Chino Unified SD	San Joaquin County Office of Ed.
Clovis Unified SD	San Mateo County Office of Ed.
Culver City Unified SD	San Ramon Valley Unified SD
Davis Joint Unified SD	Santa Clara County Office of Ed.
El Dorado County Office of Education	Santa Clara Unified SD
Escondido Union SD	Selma Unified SD
Grossmont Union High SD	Sweetwater Union High SD
Kings County Office of Education	Torrance Unified SD
Lawndale Elementary SD	Vacaville Unified SD
Madera Unified SD	Visalia Unified SD
Marin County Office of Education	Vista Unified SD
Merced County Office of Education	Walnut Valley Unified SD

**BTSA Continued on Page 13**

## BTSA Research and Evaluation Activities

As the numbers and types of local BTSA Programs have expanded over the past three years so have the statewide and local evaluation and research activities in BTSA. The two major areas of BTSA evaluation and research over the past three years have been (1) external research and evaluation studies by reputable research agencies that have provided external, objective, and credible data to each local BTSA Program and to the Commission and Department; and (2) local internal evaluation and research activities that are conducted by each local BTSA Program. Local BTSA Programs have completed from seven to ten evaluation activities each year as part of their expansion proposals for the following year.

### Statewide External Research and Evaluations

In past years, the Commission and the Department of Education have been fortunate to have had the expertise of the Far West Laboratory (now WestEd), Southwest Regional Educational Laboratory, and (for the past three years) the California Education Research Cooperative (CERC) located at the University of California, Riverside. Also, each year a number of researchers and scholars from California's universities, colleges, county offices, and school districts have contributed to the external research and evaluation activities of statewide BTSA. Research reports and data analysis from multiple external sources have, during past years, contributed to statewide policy decisions regarding the improvement and expansion of new teacher induction programs.

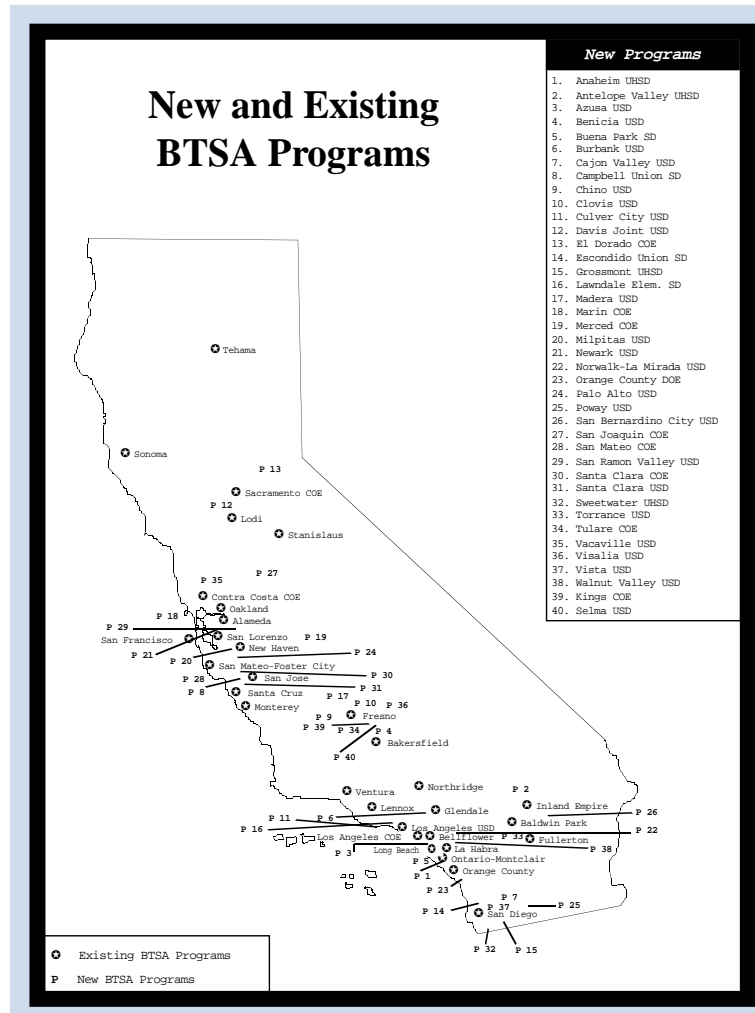
In 1998, CERC will again conduct statewide and local program research and evaluation activities for the Commission and the Department of Education. In the past two years and again this year, CERC has and will conduct statewide surveys that include all beginning teachers and their support providers and school-site administrators in each BTSA Program. The statewide survey is offered to all local BTSA Program participants to ensure that the statewide data will be comprehensive and useful to local BTSA Directors. A major purpose of the survey is to identify factors that are responsible for the effectiveness, confidence, and career satisfaction of first- and second-year teachers in the BTSA Programs. The CERC research will also explore overall program design and operational characteristics that account for the program's most promising and effective outcomes. An analysis of the survey has and will compare responses from

beginning teachers with those of their support providers and site administrators, and will examine overall trends in the data.

## Local BTSA Program Evaluations

Local BTSA Program Directors and their staffs have been able to collect an impressive array of data that have been used to reinforce best practices and to identify areas for local program improvement. BTSA Directors, their staffs, and advisory committees typically sponsor local evaluation activities that are varied, extensive, and of significant analytical quality. Along with the statewide activities mentioned above, local evaluation activities include: surveys of the perceived needs of new teachers; job satisfaction studies; surveys of mentors, coaches, and formative assessors; new teacher case studies, longitudinal studies; reviews of individual induction plans; classroom observations; analysis of teaching practices; and peer reviews. Many BTSA Program Directors have found the peer review and other evaluation activities to be valuable because the Directors have been able to improve local programs and establish new goals for the following year on the basis of evaluation results.

During this period of rapid expansion of the BTSA Program, the Commission and the Department believe the high quality and proven effectiveness of the program depend substantially on program improvement through intensive program evaluation. In 1997, augmentations of local BTSA budgets depended in part on the thoughtful use of reliable evaluation results to strengthen the delivery of advanced instruction and supportive assistance to new teachers. Once again this year, a significant augmentation of the BTSA budget (\$16.1 million) has been proposed by Governor Wilson for 1998-99. If these funds are retained in the budget by the Legislature, local augmentations of BTSA Programs will depend largely on intensive evaluations and the reflective use of evaluation results for the purpose of improving the instruction, assistance and assessment of beginning teachers.





# Class Size Reduction Program Attracts New Teacher Education Programs and Institutions to California

The overwhelmingly positive support for the Governor's Class Size Reduction program created strong interest on the part of colleges and universities located outside state boundaries to assist in meeting the increasing need for teachers in California. The growing need for teachers has also increased interest in delivering educational programs in alternative ways, ranging from interactive television to the Internet. Widespread interest in the employment picture in California public education has raised a number of complex policy issues for the California Commission on Teacher Credentialing.

The first issue relates to the need for assurances that every postsecondary institution offering degree or credential programs meets basic standards of quality and effectiveness established by regional accreditation organizations. There are six such regional accrediting bodies for colleges and universities in the United States, and they came into existence after the turn of the century when many new institutions were founded. In California, the regional accrediting body is the Western Association for Schools and Colleges (WASC), which includes California, Hawaii, Guam, and American Samoa. All other states that border California are part of other regional accrediting bodies. Interest in offering California credential programs have been expressed by several institutions based outside of California that are accredited by regional accrediting bodies other than WASC. Thus, the first issue for the Commission is to determine if the standards, procedures, and decision rules used by these other regional accrediting bodies are equivalent to those employed by WASC. Making such a determination would assure the Commission that students attending programs offered in California by these out-of-state institutions will have professional preparation that is excellent and effective.

The second issue for the Commission to grapple with is the dilemma of ongoing accreditation of institutions that are largely located out-of-state. The *Accreditation Framework*, which governs the work of the Committee on Accreditation, requires that the ongoing accreditation process include a careful review of the education unit within the institution and all its credential programs. The *Accreditation Framework* calls for a team visit to the main campus of an institution, regardless of its location. In the case of institutions based outside of California, this requirement has significant implications for travel expenses, and for the authority to approve such travel independently of state control agencies.

The third issue for the Commission is that of institutions located completely outside the state boundaries, but within close driving distance to the border, wanting to offer California credential programs to California residents. Some border areas of California are quite distant from all California campuses, thus making it difficult for residents of those areas to earn credentials. The Commission must consider the benefits of permitting regionally

accredited non-California institutions to offer credential programs to meet the needs of citizens located in areas not adequately served by California colleges or universities.

The final policy issue before the Commission is the matter of electronic delivery of individual courses and entire credential programs. The maintenance of quality and effectiveness through traditional methods of program accreditation or evaluation faces new challenges when the Commission reviews "virtual" university or courses offered through electronic means. It is now possible for an instructor to reside many miles from her or his students, and for the traditional indices of a high quality university (e.g., sufficient library holdings, face-to-face instruction, campus-based advice and assistance, classroom space, and other physical attributes) to be absent from the program or course.

The Commission has launched a special study to look at the implications of the electronic or "virtual" university. Additionally, the Commission has received a request from an out-of-state regionally accredited university to make it possible for that institution to offer credential programs in California. The Commission has directed its staff to review the comparability of standards, procedures, and decision rules for all six regional accrediting bodies. The Commission expects to examine the topic of standards comparability on March 5, 1998. The results of the study of electronic curricula will likely come to the Commission at a subsequent public meeting.

## California Commission on Teacher Credentialing Executive Staff Members

Sam Swofford	Executive Director
Paul Longo	General Counsel and Director, Division of Professional Practices
Robert Salley	Director, Certification, Assignments and Waivers Division
David Wright	Director, Professional Services Division
Linda Bond	Director, Governmental Relations
Mary Butera	Manager, Personnel and Labor Relations
Sandi Derr	Manager, Budget and Fiscal Services
Pauline Sing	Manager, Information Management Systems

# The Effectiveness of Dance and Drama Teaching in California Schools

Senate Concurrent Resolution 31 (SCR 31, Johnston) directed the Commission on Teacher Credentialing to examine the adequacy of dance and theatre teaching in California schools. One purpose of SCR 31 was to determine the potential need to establish separate Single Subject Teaching Credentials in Dance and Theatre. An additional purpose was to find out if other policy changes are needed to ensure excellence in the teaching of dance and theatre classes. To respond to SCR 31, the Commission's professional staff prepared a report that reviews related policy initiatives of the past, reviews the methods that have been used to authorize the teaching of theatre and dance, and summarizes the existing options for staffing classes in dance and theatre. The report addresses the following general policy issue: *What policy changes would contribute most effectively to excellence in the teaching of dance and theatre for California students (K-12)?*

To address this question, the staff completed an extensive survey of teachers, supervisors and professors of dance and theatre, plus personnel directors from the largest school districts in California. The survey data showed there are considerable differences among professionals who are responsible for theatre and dance teaching in the schools. For many years, representatives of dance and theatre educators have advocated that new Single Subject Teaching Credentials be created for teachers of dance and theatre. Those who hire and place teachers have indicated that enrollments in dance and theatre classes are relatively modest, and that districts would be unwilling to hire teachers with narrow teaching authorizations.

## ***Preparation to Teach Dance and Theatre***

University faculty members, curriculum supervisors, and teachers of dance and theatre indicated that teachers of these subjects need to complete several courses in dance or theatre to teach theatre or dance competently and effectively. Personnel administrators also indicated that more subject matter coursework is needed than is currently required for teachers who are assigned to teach drama and dance classes. Three quarters of the personnel administrators indicated that teachers of dance or drama should have completed at least four courses in these areas to be appropriately prepared. Many supervisors and teachers suggested that supplementary authorizations in dance or theatre represent an appropriate level of preparation.

## ***Demand for Dance and Theatre Teachers***

Data from the California Basic Educational Data System show that from 1994 until 1996, the numbers of teachers (full-time equivalent) employed to teach all dance classes statewide increased from 89 to 103, an increase of 16 percent. For theatre, the number of full-time equivalent teachers increased from 561 in 1994 to 658 in 1996, a 17 percent increase. Although the numbers of dance and theatre teachers increased more than teachers of most other subjects, the actual size of the dance and drama teaching corps remained small.

In most years, school districts must replace between five percent and ten percent of their teaching staffs. At that rate of replacement, there is a statewide need to hire approximately six to nine dance teachers

and 30 to 60 theatre teachers in any given year. Compared with other subjects, few drama and dance teaching positions become vacant in any given year due to the attrition of current teachers.

## ***Single Subject Credentials in Dance or Theatre***

The study investigated the prospect that districts hire few dance and theatre teachers because the credential system restricts the supply of teachers who are qualified in these subjects. School district administrators indicated that the availability of more qualified teachers of dance and theatre would not cause more students to enroll in dance or theatre classes (7-12), and would not cause districts to offer more of these classes.

All of the respondents to the Commission's survey were asked whether legislation should create separate credentials in dance and theatre. University faculty members were the most enthusiastic group in favor of separate credentials in theatre and dance. Fewer than half of the K-12 curriculum coordinators and supervisors believe that separate dance and theatre credentials should be established. Other respondents were in favor of separate credentials, but with certain conditions. For example, some teachers urged that those who are currently teaching should retain their current authorizations.

The responses of district administrators differed considerably from the other participants. When asked whether school districts would hire teachers with Single Subject Credentials in Dance or Theatre, one of the responding districts would hire teachers qualified to teach solely theatre, and none would hire teachers qualified to teach solely dance. Responding to the legislative policy issue, almost 90 percent of the personnel administrators indicated that separate credentials in dance and theatre should not be established.

## ***Summary and Next Steps***

The survey demonstrated that relatively few educators support the current policies of authorizing all English teachers to teach theatre, and authorizing all physical education teachers to teach dance. These policies fail to produce certificated teachers who are well prepared to teach dance and theatre. To correct the problem, on January 8, 1998, the Commission examined twelve alternative policy changes, including five options that would create new credentials, two options that would improve dance and theatre teaching by changing the authorizations of existing credentials, two options that would give greater visibility to existing paths for re-assigning teachers to dance and theatre classes, and three ways to give greater attention to existing alternatives for recruiting and preparing teachers of dance and theatre. At the conclusion of this discussion, the Commission on January 8 decided to forward its research report to the Legislature, in response to SCR 31, with all 12 policy options intact. For its own part, the Commission decided to concentrate on the policy options that would improve dance and theatre teaching without changes in the Education Code. When the Commissioners conclude their evaluation of these non-legislative options, summary information will be included in the Commission's Newsletter.

# Beginning Teachers: The Benefits of Formative Performance Assessments

The Commission administers the Beginning Teacher Support and Assessment (BTSA) Program in collaboration with the California Department of Education. BTSA is recognized as highly effective in improving instruction and strengthening the teaching profession. Partly as a result of this growing recognition, the State Budget for 1997-98 includes a \$10 million augmentation over prior year spending. For 1998-99, Governor Wilson has recommended another augmentation of \$16.1 million in the BTSA budget. The current year BTSA budget of \$17.2 million supports approximately 5,762 first-year and second-year teachers.

BTSA was established in 1992, based on findings of the California New Teacher Project (CNTP), which was a large-scale pilot study of alternative models of induction programs. A central finding of the evaluation study was the need for each beginning teacher to participate in a focused induction program. To be useful, this induction support must be provided at a sufficient level of intensity to be cost-effective and to make a difference in the performance, retention, and satisfaction of beginning teachers. The per teacher cost of BTSA support is approximately \$5,000 per year, including state and local contributions.

## ***Purposes of Formative Assessments in the BTSA Program***

The CNTP study found that good teacher preparation includes an induction period that: (1) provides for gradual introduction to the responsibilities of teaching, (2) affords each new teacher access to experienced colleagues for information, advice, and assistance as needed, and (3) provides information about each new teacher's professional strengths and needs as a primary basis for focusing her or his advanced preparation. The BTSA Program is unlike most other support efforts for new teachers in that formative assessment is a key component of the program. Each participant's performance is assessed individually and systematically in relation to the domains of knowledge, skills and abilities that were previously defined in the *Framework of Knowledge, Skills and Abilities for Beginning Teachers in California*.

The support component of the CNTP pilot study showed clearly that a critical issue in induction programs is finding ways to identify accurately the actual and unique needs of first-year and second-year teachers. Without a systematic way to assess and identify strengths and weaknesses, *Individual Induction Plans* tend to be based on the *generic expectations* of program directors, support providers, or local staff development specialists. These expectations may be generally valid for identifying some of the needs of many beginning teachers, but they usually do not identify the unique needs that arise from each new teacher's preparation and prior experience. Identifying the specific strengths and weaknesses of each new teacher's pedagogy is the function of a systematic formative assessment that draws on a common conception of good teaching and relies on accepted criteria or benchmarks for assessing professional practice in relation to that conception. This function of formative assessment in BTSA is consistent with the requirements of state law.

BTSA assessments have very different purposes from evaluations by employing school districts. The results of BTSA assessments do *not* affect the beginning teachers' employment status. The purposes of formative assessments in the BTSA Program are to inform and guide the support given to beginning teachers by providing specific, accurate information about each new teacher's pedagogical strengths and weaknesses.

Formative assessments are designed to inform the training and guide the assistance that are provided to beginning teachers in the BTSA Program. By targeting training and assistance to each teacher's areas of needed growth, the beginning teacher is more likely to receive support that improves her/his professional practice. For new teachers in BTSA Programs, then, performance assessments are instrumental in the improvement of teaching, not in the making of employment decisions.

In local BTSA Programs, a variety of methods are currently used to formatively assess new teacher performance. The most common method of formative assessment is that of classroom observation with the use of a structured observation instrument. Other appropriate assessment methods include the use of portfolios, interactive journals and videotaped observations. The CNTP showed that no one method of assessment can reflect all domains of a teacher's performance. The use of multiple methods of assessment is most effective in shaping the support that is provided to beginning teachers.

## ***Linking Support with Assessment in the BTSA Program***

Individual beginning teachers have some needs that are unique and other needs that are widespread among many novices. Each BTSA teacher's *blend* or *mix* of unique and common needs are defined and addressed in an *Individual Induction Plan (IIP)*. Each participating teacher works with a cooperating experienced colleague (called a "support provider") to design the IIP. Based in large part on the results of a BTSA teacher's formative assessment, the new teacher and a support provider build an *Induction Plan* for the beginning teacher that fits the new teacher's needs while also addressing district and state priorities. To address the beginning teacher's needs — individual needs *and* cohort needs — the IIP establishes goals and describes plans for achieving those goals in professional development activities.

A new teacher's IIP specifies appropriate activities for addressing the teacher's growth goals. By pursuing opportunities that are made available through the BTSA Program, and depending on the availability of professional development from other sources, BTSA teachers participate in one-on-one mentoring, observations of colleagues' classrooms, university courses, workshops targeted to beginning teachers' needs, and small-group seminars. Some BTSA teachers also have reduced non-instructional workloads, released time for instructional planning, and free or low-cost

***Beginning Teacher Assessments Continued on Page 17***

classroom materials. In each case, the IIP shows how the beginning teacher's professional development activities address her or his needs and goals (e.g. better classroom management).

In local BTSA Programs, *Individual Induction Plans* are concrete links between support and assessment. Each new teacher's induction plan includes participation in an ongoing formative assessment that relates to the *California Standards for the Teaching Profession*. This assessment identifies (1) aspects of the teacher's performance that are working well in the given context (a particular class in a particular school) and (2) other aspects of teaching that need improvement. Formative pre-assessment occur early in the induction period, and provide information to help a new teacher and support provider design the elements of the *Individual Induction Plan*.

### ***Legislated Goals for BTSA Assessments***

The legislation that established the BTSA Program (SB 1422, Bergson, 1992) included the following goals for the Assessment Component of the program.

<b><i>BTSA Assessment Component Goals</i></b>		
<b><i>Goal One</i></b>	<b><i>Goal Two</i></b>	<b><i>Goal Three</i></b>
To improve the rigor and consistency of individual teacher performance assessments and the usefulness of assessment results to teachers and decision makers.	To establish an effective, coherent system of performance assessments that are based on a broad framework of common expectations regarding the skills, abilities and knowledge needed by new teachers.	To examine alternative ways in which the general public and the education profession may be assured that new teachers who remain in teaching have attained acceptable levels of professional competence.

These goals (in Education Code Section 44279.2) indicate that law-makers in 1992 had ambitious expectations for the Assessment Component of the BTSA Program. To address these long-term expectations, the Commission and Department recently initiated a new assessment design for intensive induction programs for new teachers. This new design will be called the California Formative Assessment and Support System for Teachers (CFASST) will be included in many BTSA Programs beginning in 1998-99, and will be reported in a future newsletter issue.

## **Additions to the Commission's Legal Team**

The Committee of Credentials (Committee) is responsible for reviewing and investigating allegations of misconduct against credential holders and applicants and making recommendations to the Commission on Teacher Credentialing (Commission) in this very important aspect of the Commission's legislative mandate.

Both the Commission and the Committee are served by the staff of the Division of Professional Practices. That staff consists of three attorneys, five investigators and a number of analysts and technicians. Barbara Moore and Richard Fisher are two relatively new additions to the legal staff. They join General Counsel and Division Director Paul Longo in providing legal advice and staffing for both the Commission and the Committee.

Ms. Moore received her Bachelor of Science degree from the University of Maine at Farmington in 1980 with majors in Elementary Education and Special Education/Learning Disabilities Specialist. She went on to become a Resource Room teacher in the Wyoming public school system for two years. Ms. Moore then attended the University of Santa Clara, School of Law, graduating with a Juris Doctorate and was admitted to the California State Bar in 1985. Her legal experience includes representation of public school districts in collective bargaining matters, employee discipline and special education fair hearings. Additionally, Ms. Moore has served as a Deputy District Attorney in both San Joaquin and Sacramento Counties.

Mr. Fisher received his degree in Political Science from the University of California, Santa Barbara and his law degree from the University of California, Davis. He began his legal career as a litigation associate with the Sacramento law firm of Downey, Brand, Seymour & Rohwer, and subsequently served as a prosecutor with the Sacramento County District Attorney's Office. In 1995, Mr. Fisher accepted an appointment to the California Department of Justice as a Deputy Attorney General where he practiced employment and administrative law.

### ***Methods of Contacting the Commission***

#### ***Electronic Mail***

**Certification Questions** [certification@ctc.ca.gov](mailto:certification@ctc.ca.gov)

**Waiver Questions** [waiver@ctc.ca.gov](mailto:waiver@ctc.ca.gov)

**FAX** (916) 445-7255

**Information Services** (916) 445-7256

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#### ***Address:***

**California Commission on Teacher Credentialing**  
**1812 9th Street**  
**Sacramento, CA 95814-7000**

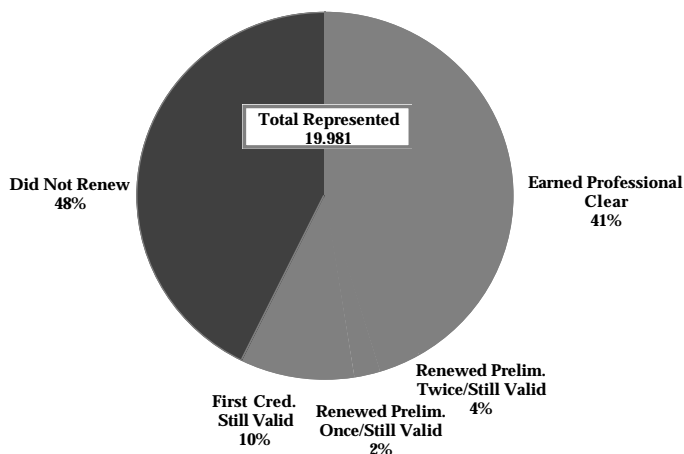


## Credentialing Teachers From Out of State

**B**ecause of the implementation of the Governor's Class Size Reduction Program that provides incentives for schools to have a 20 to 1 student-to-teacher ratio in grades kindergarten through three, the demand for elementary school teachers in California has risen significantly. This development has increased interest on the part of school districts in recruiting teachers from outside of California. Some districts expressed concerns to the Commission that the credentialing requirements and process in California created a significant obstacle to that recruitment.

In March 1997, the Commission reviewed a study of credentials issued to out-of-state prepared teachers between 1990 and 1996 to see if one or more specific requirements stood out as an obstacle. The study revealed that 57% of the out-of-state prepared elementary school teachers who received a credential during the period 1990 to 1996 still hold valid Multiple Subject Teaching Credentials, while 52% of the out-of-state prepared secondary teachers issued credentials during that period still hold valid Single Subject Teaching Credentials. The graphs below display the percentages of out-of-state teachers who renewed or did not renew their credentials.

**Multiple Subject Teaching Credentials Issued  
Out of State Teachers 1990-1996**



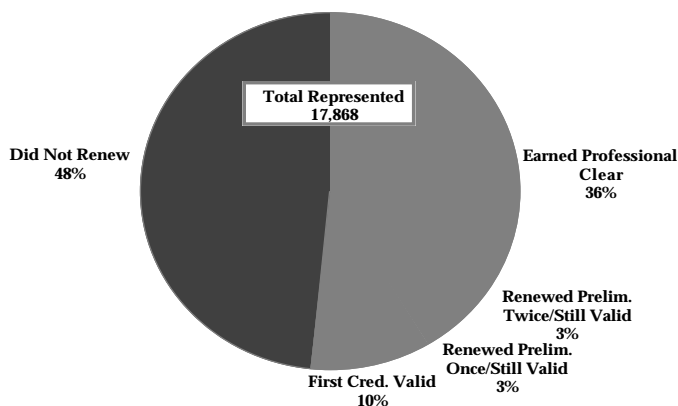
A total of 19,981 holders of Multiple Subject Teaching Credentials were reviewed. Of those, 8,343 completed all requirements for the professional clear credential. In addition, there are 1,996 teachers who still hold their initial teaching credential, 404 who passed CBEST and are still working toward completion of the subject matter requirement, and 717 who have passed both CBEST and subject matter and are currently working toward completion of the remaining requirements for the professional clear.

The remaining 8,521 elementary teachers who were reviewed no longer hold valid credentials in California. A sample of 70 of these teachers who received one-year nonrenewable credentials, which require passage of CBEST to renew the document, shows that 41

(58%) took and passed CBEST, 18 (26%) failed the test, and 11 (16%) did not take it at all. In other words, a number of teachers completed the requirements for renewal and still did not renew. A separate sample of 60 people who received a one-year preliminary credential, which requires verification of subject-matter competence to renew, shows that 14 (23%) passed MSAT, 5 (8%) failed, and 41 (68%) did not take the exam. The results for the Single Subject Teaching Credential were similar.

The data from this study were not sufficient to determine the reason that more than 40% of out-of-state prepared teachers decide not to renew their California credentials. The Commission made two decisions based upon this data. The first was to request that staff survey teachers and administrators to better understand why some out-of-state prepared teachers decide to continue teaching in California while others do not. That survey, plus a series of personal interviews, is expected to be conducted in early 1998. The second decision was to act on the perception that the credential requirements are, at least in part, a reason why out-of-state prepared teachers leave. The Commission voted to permit qualified elementary teachers to request a one-year preliminary credential with no renewal requirements so that these teachers may have time to become accustomed to their new environment. Sixty four elemen-

**Single Subject Teaching Credentials Issued  
Out of State Teachers 1990-1996**



tary teachers have taken advantage of this policy since it was approved on March 7, 1997. This option will continue to be available to qualified applicants until July 1, 2000.

Some of the same school districts that came to the Commission for relief for out-of-state prepared teachers, also sought out Assemblyman Rod Pacheco from Riverside to sponsor AB 838. This bill established an alternate route for out-of-state prepared teachers to obtain a Multiple Subject or Single Subject Teaching Credential or an Education Specialist Instruction Credential in special education.

*Out of State Teachers Continued on Page 19*



The bill was signed into law by the Governor in October and became effective January 1, 1998. While the new statute does not change the requirements for the credential, it does allow the teacher to submit one application with a \$200 fee for a five-year document instead of three applications with \$70 fees over a six year period to achieve the same result. The Commission may inactivate the five-year document after one year if the holder does not pass the CBEST and may inactivate the document after four years if the holder does not complete the subject-matter and other specified requirements.

Finally, the report of the Commission's Advisory Panel on Teacher Education, Induction and Certification for Twenty-First Century Schools (BS 1422) includes suggestions about the certification of teachers who completed their professional preparation outside of California. The Commission will be sponsoring legislation in the 1998 legislative session that will, in part, address the issue.

## **Vacancies on the Committee of Credentials**

**D**uring its December, 1997 meeting, the Commission on Teacher Credentialing (Commission) announced two vacancies on the Committee of Credentials (Committee). The Commission is seeking applicants for both a school administrator and a public member position. Pursuant to California Education Code sections 44240 (c) and (e), the school administrator must be a "certified administrative employee in the public schools," and the public member cannot have been employed in a certificated position in the public schools within the preceding five years and cannot have been a member of the governing board of a school district or county board of education within the preceding five years.

The Committee is charged with responsibility for reviewing and investigating allegations of misconduct against credential holders and investigating the background of applicants to ensure the public safety. The Committee makes determinations as to whether probable cause exists for denial of an application or adverse action against a credential, and reports its recommendations to the Commission.

The Committee of Credentials meets each month at the Commission's offices in Sacramento. During each three-day meeting, the Committee considers approximately 200 cases of alleged misconduct and conducts "appearances," quasi-hearings at which testimony and other evidence is received. Past and present members consistently report that the work is both challenging and rewarding.

## **Credential Workshops and New Personnel Workshops**

**T**he Commission will conduct Spring Credential Workshops in March and April at eleven sites throughout California. The locations and dates are as follows:

### **Credential and Personnel Workshops**

San Diego County	March 16
Orange County	March 17
Los Angeles County	March 18
San Bernadino County	March 19
Tehama County	March 23
Mendocino County	March 24
Contra Costa County	March 25
Sacramento County	March 26
Fresno County	March 30
Kern County	March 31
Ventura County	April 1

Six New Personnel Workshops were held the first two weeks of November. These workshops were directed toward personnel from counties, school districts, non-public schools, and institutions of postsecondary education who have less than two years of experience in credentialing. The participants received an introduction to credentialing by reviewing the eleven sections of the Credential Handbook.

All workshops include general credentialing information as well as application procedures, requirements for credentials, permits, and waivers, and information on examinations, assignments, and appeal procedures.

### **RICA Continued from Page 6**

extensive research report about the validity of the content specifications. The content specifications and validity research are available from the Commission's office.

The two components of the RICA will be available to candidates beginning in June and July, 1998. Candidates will be able to register for the written exam or video assessment beginning in April and May, 1998.

To assist candidates in registering and preparing for the RICA, two resources will be published by the Commission and National Evaluation Systems (NES), which is the RICA contractor. Beginning in April, the no-cost *RICA Registration Bulletin* will be available at colleges, universities, school district offices, NES and the Commission. It will include the RICA content specifications and detailed instructions to register for the RICA. Subsequently a *RICA Study Guide* will be available for \$8.00 at NES, and will provide a detailed summary of the knowledge, skills and strategies that are tested in the RICA.

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*University of California*

## EXECUTIVE OFFICER

**Sam W. Swofford**  
*Executive Director*

## California Commission on Teacher Credentialing

### Meeting Schedule 1998

Dates	Locations
February 5-6	Sacramento, Sterling Hotel
March 5-6	Sacramento, Sterling Hotel
April 2-3	Sacramento, Sterling Hotel
May 7-8	Sacramento, Hyatt Regency
June 4-5	Sacramento, Vizcaya Hotel
July 23-24	Sacramento, Hyatt Regency
August 20-21	Sacramento, Sterling Hotel
October 1-2	Sacramento, Convention Center
November 5-6	Sacramento, Commission Office
December 3-4	Sacramento, Commission Office



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*The California Commission on Teacher Credentialing Newsletter is an official publication of the California Commission on Teacher Credentialing. Persons seeking further information about the items discussed in this newsletter or concerning other activities of the Commission should send their inquiries to the California Commission on Teacher Credentialing, 1812 9th Street, Sacramento, CA 95814-7000. Telephone inquiries may be made to Tom Rose at (916) 445-4102. All inquiries to the Division of Professional Practices should be mailed to 1812 9th Street, Sacramento, CA 95814-7000, or you may contact that division directly at (916) 445-0243.*